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ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in punctuation and capitalization. The activities, which are presented in ascending order of grade level from first grade through sixth grade, are designed to develop understanding in punctuation and capitalization while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually punctuation and/or capitalization), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

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PUNCTUATION & CAPITALIZATION

(k-6)

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CS208 320

Cedar Falls, Iowa

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Author(s): _____

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INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

STEREOTYPING

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

Through the story of Max, the student will be able to verbalize orally a statement and a question choosing the correct punctuation concerning nonsexist play activities for girls and boys.

MATERIALS NEEDED

Max by Rachel Isadora, Macmillan Publishing Co., 1976,
Question marks and periods on tag board cards

DESCRIPTION OF ACTIVITY

Listening to the story of Max

DIRECTIONS

After reading the book, who finds a new way to warm up for his Saturday baseball game at his sister's ballet class? Discuss what are some of the boys games or activities that would be fun for girls and what boys can do that are often considered a girl's activity, such as:

Can Jim bake a cake?
Can Julie put gas in the car?
Can Tracy play with the Star Wars figures?
Can Betty play kickball?
Can Jon run the washing machine?
Can Bob vacuum the house?

EVALUATION

As students ask oral questions, they will supply the correct punctuation marks from their cards.

The students name activities for both girls and boys. Role play their ideas and suggestions by themselves or in a group. Use such ideas as biking, gymnastics, drying dishes, making beds, etc.

CHINESE AMERICAN CULTURE

Skill Area: Language Arts
Grade Level: 1
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Through the book, Moy Moy, build new sentences about Moy Moy's activities on a Chinese New Year with the proper punctuation.

MATERIALS NEEDED

Book, Moy Moy by Leo Politi, 1960, Charles Scribner's Sons; chalkboard or overhead projector

DESCRIPTION OF ACTIVITY

Listening to the book, Moy Moy.

DIRECTIONS

After reading the book, stress that Moy Moy lives in Los Angeles, California but celebrates some of his own favorite holidays of his grandparents and great grandparents in China. Students can relate some of Moy Moy's activities which the teacher can write down. The student can pick a friend to supply the correct punctuation on the chalkboard or overhead projector.

EVALUATION

Students can relate their favorite activities of their holidays throughout the year.

DEAF CHILD

Skill Area: Language Arts
Grade Level: 1
Group Size: 25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will become aware of a deaf persons ability to read, understand, and communicate through nonverbal clues. All of the thoughts of the story end with punctuation - periods, question marks, and exclamation marks.

MATERIALS NEEDED

I Have a Sister, My Sister is Deaf by Jeanne Whitehouse Peterson, 1977, Harper & Row; Chalkboard

DESCRIPTION OF ACTIVITY

Read the story to the students and discuss punctuation.

DIRECTIONS

After reading the story, stress how the statements and sentences end with punctuation. Reread complete phrases and tell what punctuation is used at the end of the phrases. The teacher can write sentences such as:

Things my sister can do.
I wonder what my sister can't hear.
Can she hear?

EVALUATION

Reread the interesting thoughts of the book and again stress the use of punctuation by the author.

Have students discuss people they know who are deaf. Bring up questions like:

How are they like you?
Do you know someone who cannot see?
How are they like you?
Do they know someone that cannot use their legs?
What can they do that you can do?

CAPITALIZATION

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time allotment: 25 min.

OBJECTIVE/PURPOSE

Through a Black American girl, the students will review the way to write our names with a capital letter for the first letter.

MATERIALS NEEDED

Willaby by Rachel Isadora , Macmillan Publishing Co., 1971; magic markers, writing paper folded in book form

DESCRIPTION OF ACTIVITY

After reading the book Willaby, the students will discuss writing their names in proper form.

DIRECTIONS

Read the book Willaby, which is about a first grade girl who likes to draw and her love of drawing keeps her from signing her name to a get well card for her teacher. Later we will discuss our names and the correct way to write them beginning with a capital letter.

EVALUATION

Students will write their names correctly in book-style folded writing paper with magic markers.

Write their friends names on their writing paper also, and draw a picture with the magic markers.

CAPITALIZATION

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To reinforce the concept of "self" and promote the awareness of being "alive".

MATERIALS NEEDED

The 5 students of the month can bring objects from home that are important to him/her to display, such as personal photographs, etc.

DESCRIPTION OF ACTIVITY

Have students write some positive comments about the person composed by the class and teacher. Stress capitalization. Display their bulletin boards above the chalkboard on the long narrow corkboard area.

DIRECTIONS

"I can do one thing better than anyone in the whole wide world. Can you guess what it is?"

After allowing time, the teacher says the one thing is "to be me". "No one can be me better than me". "I am the best me in the whole wide world."

Learning how very important you are to yourself helps us grow. Once I can do all things best for me, I can live my life. I am unique. Others can only help me.

Who can laugh for me?
Who can ride a bike for me?
Who can hear a story for me?
Who can cry best for me?

ME

[The poem on this page was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

From an anthology of poems written by some of America's minority groups. Edited by Virginia Olsen Bann.

EVALUATION

Students may state their name (teacher stress capital letters for names) and tell something "special" about themselves. Teacher can help those who need it.

CAPITALIZATION

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

To emphasize that the world is a more exciting place because of its many varieties of people.

MATERIALS NEEDED

The book, People, written and illustrated by Peter Spier, Doubleday & Co., Garden City, N.Y. 1980

DESCRIPTION OF ACTIVITY

Read the first ten pages of the book. Follow with discussion.

DIRECTIONS

After reading the first 10 pages, discuss each person's uniqueness - size, shape, color. Discuss how even our eyes have different shapes and colors. People around our world wear different clothes or none at all. Some of us are wise, some are foolish. Most of us are decent, honest and friendly. Stress that the statements under each picture begin with a capital letter.

EVALUATION

Repeat the statements that the teacher has written on the board:

We love to play.
We are different.
We are unique.
We all begin quite small.
We like to look our best.

Read more pages from the book during the week.

CAPITALIZATION

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Through the book, The Rice Bowl Pet, students will appreciate the culture of Chinese Americans in San Francisco when Ah Jim looks for a pet. They will become aware that sentences begin with capital letters and end with a period.

MATERIALS NEEDED

The book from the Multicultural Children's Book list, The Rice Bowl Pet by Patricia Miles Martin, illustrated by Ezra Jack Keats, Crowell Co., 1962; chalkboard or overhead projector

DESCRIPTION OF ACTIVITY

After reading the book The Rice Bowl Pet, the children will dictate sentences of pets that Ah Jim did not choose, and for what reasons.

DIRECTIONS

Students will dictate sentences like:

A crab was not warm.
A lobster could not be held.
Parakeets could not be held.
A frog was not warm.
A jade elephant was not alive.
A fish could only swim in small circles.

Stress capitalization and periods.

EVALUATION

Students pick one or two of the class sentences to rewrite correctly on their own picture paper and illustrate.

Think of pets that would fit in a glass; in a purse; or in Mom's salad bowl.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 1
Group Size: Small group
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To capitalize the personal pronoun "I" and proper names as included within given sentences. To develop a nonsexist, multicultural attitude.

MATERIALS NEEDED

Sentence strips with sentences such as listed in the directions.

DESCRIPTION OF ACTIVITY

Students are to capitalize the personal pronoun "I" and proper names when given sentences which point out nonsexist attitudes.

DIRECTIONS

Use the following sentences, and more, to write on sentence strips, and have the students point out which letters should be capitalized and why.

jill and bill like to fish.

fred and cindy like to play with dolls.

You and i are friends.

mrs. jones is my doctor.

These and many more sentences can be used to develop capitalization skills and a nonsexist attitude.

EVALUATION

The students will be able to capitalize the proper pronoun "I" and proper names in a given sentence and will develop a nonsexist attitude.

DEATH AND ELDERLY PEOPLE

Skill Area: Language Arts
Grade Level: 1
Group Size: 15-25
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

Using Lien, a little Viet Namese girl, as a main character, use quotes from her, using quotation marks. Discuss how she begins to understand death.

MATERIALS NEEDED

First Snow by Helen Contant, 1974, Alfred A. Knopf; chalkboard or overhead projector

DESCRIPTION OF ACTIVITY

Read the book to the class and discuss what Lien tries to find out when she observes the first snow fall.

DIRECTIONS

After reading the book, discuss the fact that Lien's Grandmother is dying. Lien asked "Does dying have something to do with the First Snow?" "If she goes for a walk while it snows, will her hair turn white like her Grandmother?" "What does it mean that you are dying, Grandmother?" The doctor says "The snow will come today." Grandma said "Go out in the garden and hold your hand up to heaven."

EVALUATION

Read other books on death such as:

The Two of Them by Aliki, Green Willow Books, 1979
When People Die by Joanne Bernstein and Stephen Gullo, Dutton Co., 1977

PERIOD OR QUESTION MARK

Skill Area: Punctuation
Grade Level: 1
Group Size: Small Group
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The students shall determine whether a given sentence ends with a period or question mark. The students will develop a nonsexist attitude toward careers.

MATERIALS NEEDED

Sentence strips with sentences such as listed in the directions.

DESCRIPTION OF ACTIVITY

Students are to determine whether a period or a question mark is appropriate at the end of each sentence.

DIRECTIONS

Use the following sentences, and more, to write on sentence strips and have the students determine the proper ending punctuation mark.

Jane's mother is a carpenter

Does your Dad bake cookies

Sally likes to play ball

Does Juan like to color

These, and many other sentences, can be used to develop both an awareness of proper punctuation and a nonsexist, multicultural attitude.

EVALUATION

The students will be able to choose the proper ending punctuation mark in given sentences. They will develop a nonsexist, multicultural attitude.

PUNCTUATION

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation with 100% accuracy.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

1. Maria is very excited_
2. She can't wait until next Tuesday_ Dec_ 24th_
3. Why is she so excited_
4. Maria is going to Roberto's Pinata party_
5. The children will have fun.

DIRECTIONS

Read these sentences and use proper punctuation; periods, question marks, and commas.

EVALUATION

Teacher will correct.

SINGLE PARENT/NON-STEREOTYPE

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation in a friendly letter with 100% accuracy.

MATERIALS NEEDED

Worksheet with friendly letter in primary type, pencil

DESCRIPTION OF ACTIVITY

Friday

Dear Mom_

Yesterday my friend Jane came to our apartment_ We played kickball_ When Dad came home he took us to McDonalds_

I wish you lived here with us instead of in Los Angeles_ California_

Love_

Sara

DIRECTIONS

The student will add punctuation marks in the letter where needed.

EVALUATION

The student will correct with a key.

HANDICAPPED

Skill Area: Capitalization
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will rewrite 5 sentences using capitalization with 100% accuracy.

MATERIALS NEEDED

Worksheet and pencil

DESCRIPTION OF ACTIVITY

1. don goes to john f. kennedy school.
2. jim and sara take turns pushing his wheelchair.
3. don wishes he could run and play, too.
4. he likes to watch Jim and sara play football.
5. don likes to read about mean joe green.

DIRECTIONS

Students will rewrite these sentences using capital letters where needed.

EVALUATION

Teacher corrected.

SINGLE PARENT FAMILY/NON-SEXIST ROLE

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min

OBJECTIVE/PURPOSE

The student will rewrite 4 sentences using capitalization with 100% accuracy.

MATERIAL NEEDED

Worksheet and pencil

DESCRIPTION OF ACTIVITY

1. mary, sam and mark live with their mother, jane smith.
2. mrs. smith is a doctor.
3. their neighbor, dick jones, takes care of them when dr. smith is on call.
4. dr. smith goes to st. lukes hospital to see patients.

DIRECTIONS

Student will rewrite these sentences using capital letters where needed.

EVALUATION

Teacher corrected.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write four sentences with 100% accuracy in capitalization.

MATERIALS NEEDED

Worksheet typed on primary typewriter, pencil

DESCRIPTION OF ACTIVITY

1. jon lou lives in chicago, illinois.
2. he goes to school at george washington primary school.
3. jon likes to read books about china.
4. he gets his books at the john f. kennedy library.

DIRECTIONS

Rewrite these sentences using capital letters where needed.

EVALUATION

Teacher corrected.

NON/SEXIST

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation in four sentences with 100% accuracy.

MATERIALS NEEDED

Primary-typed worksheet, pencil

DESCRIPTION OF ACTIVITY

1. Mr_ Jones is a teacher at Longfellow School_
2. What class does he teach_
3. He teaches reading to 2nd graders_
4. Does he like teaching_
5. Mr_ Jones does like to teach_

DIRECTIONS

The students will add punctuation marks in the sentences where needed.

EVALUATION

The student will correct with a key.

MULTICULTURAL

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation with 100% accuracy.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

1. Lorenzo Williams was born on Oct_ 25_ 1973_
2. He goes to Langston Hughes Primary School_
3. He likes to read_ play football_ and paint in art_
4. What kinds of things do you like to do in school_
   Write those here:

DIRECTIONS

The student will add punctuation marks to the sentences as needed.

EVALUATION

Student will correct with key.

ELDERLY/HANDICAPPED

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation with 100% accuracy on this envelope.

MATERIALS NEEDED

Worksheet with information below typed on it, pencil

DESCRIPTION OF ACTIVITY

John Brown
2134 Wexford Ave_
Johnstown_ Ala_
31402

Mr_ Adam Jones
Ridgeway Nursing HOme
234 Washington St_
Miami_ Fla_
41320

DIRECTIONS

Punctuate these sentences using periods.

EVALUATION

Teacher will correct.

ELDERLY

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write a friendly letter to an "old friend" in a nursing/retirement home. They will use proper punctuation with 100% accuracy.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

The student will write a friendly letter using the day, the greeting, the body (indented first line), the closing and the signatuare in the right place.

DIRECTIONS

Write a friendly letter to one of our old friends at the nursing home.

EVALUATION

Teacher will evaluate.

NATIVE AMERICAN

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation in 4 sentences with 100 % accuracy.

MATERIALS NEEDED

Worksheet with sentences typed, pencil

DESCRIPTION OF ACTIVITY

1. Where does John Little Bear live_
2. John Little Bear lives in Casper_ Wyoming_
3. When is his birthday_
4. His birthday is Saturday_ July 2.

DIRECTIONS

The student will add punctuation marks in the sentences where needed.

EVALUATION

The student will correct with a key.

DIVORCE

Skill Area: Punctuation
Grade Level: 2
Group Size: 25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will use proper punctuation with 100% accuracy.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

1. Mary is very excited_
2. Why is she so happy_
3. She is waiting for her mother to come pick her up_
4. Where are they going_
5. Every Saturday her mom visits her_
6. The rest of the week, she lives with her dad_

DIRECTIONS

Read these sentences and use periods or question marks where they are needed.

EVALUATION

Teacher scored.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write 4 sentences with 100% accuracy using correct capitalization.

MATERIALS NEEDED

Worksheet in primary type and pencil

DESCRIPTION OF ACTIVITY

1. betty wanted to see the ringling brother's circus
2. tom, jim and andy were going on Tuesday.
3. betty's mother said she could go.
4. the children saw dolly, the bearded lady and cob, the snake man.

DIRECTIONS

Rewrite the sentences using capital letters where needed.

EVALUATION

Teacher corrected.

NON-STEREOTYPE FAMILY SITUATION

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write four sentences with 100% accuracy in capitalization.

MATERIALS NEEDED

Worksheet typed on primary typewriter, pencil

DESCRIPTION OF ACTIVITY

1. susan lives with tom and mary anderson.
2. she has lived with them since december.
3. her parents, william and wanda carter were hurt in a car accident.
4. in june, susan will go back to live with her parents.

DIRECTIONS

Rewrite the sentences using capital letters where needed.

EVALUATION

Class will correct together.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write 4 sentences with 100% accuracy in capitalization with multicultural groups the focus of each sentence.

MATERIALS NEEDED

Typed worksheet on primary typewriter, pencil

DESCRIPTION OF ACTIVITY

1. mr. jones asked jim to find a book about martin luther king.
2. The booker t. washington school library had many books about famous people.
3. mrs. young helped jim find a book.
4. jim's book alsc included a story about Mohammed Ali.

DIRECTIONS

Rewrite these sentences using capital letters where needed.

EVALUATION

Teacher will have key available for child to correct paper.

MULTI-CULTURAL

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write 6 sentences with 100% accuracy in capitalization with multicultural groups the topic of each sentence.

MATERIALS NEEDED

Worksheet and pencil

DESCRIPTION OF ACTIVITY

1. carlos and maria's parents came from cuba.
2. they live in miami, florida.
3. their family lives on riverside street.
4. every day carlos and maria go to john kennedy school.
5. they are learning to speak english.
6. at home their family speaks spanish.

DIRECTIONS

Rewrite these sentences using capital letters.

EVALUATION

Teacher will have available key for student to correct paper.

SINGLE PARENT FAMILY

Skill Area: Capitalization
Grade Level: 2
Group Size: 25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write four sentences with 100% accuracy in capitalization with single-parent family the focus of the activity.

MATERIALS NEEDED

Primary-typed worksheet, paper, pencil

DESCRIPTION OF ACTIVITY

1. Everyone in susan's family helps with dinner.
2. her father, john anders, usually fixes dinner.
3. her sister, mary, sets the table.
4. Her brother, bob, helps Susan with the dishes.

DIRECTIONS

Rewrite these sentences using capital letters where needed.

EVALUATION

Teacher will correct.

CAPITAL LETTERS

Skill Area: Capitalization
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will realize that a sentence always begins with a capital letter.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Discussion prior to written activity that a sentence always begins with a capital letter. Be sure to include sentences using names of both sexes and other nationality-based names.

DIRECTIONS

Copy the sentences below on your own paper. Some of the sentences do not begin with a capital letter. Be sure to use capital letters where needed.

1. Gretchen loves to ride horses
2. would you like an ice cream cone?
3. ben, John, and Jamie learned how to make ceramics.
4. i want to go skating with Joe.
5. two girls and four boys were picked to go on the field trip.
6. Where is paper I laid on my desk?
7. when will dinner be ready, dad?
8. mom is teaching us how to throw a fast ball.
9. helmut's grandfather will teach us a few German words later.
10. Mrs. Wong is our teacher.
11. Our doctor is Sara Jones.
12. Shane McFarland lives next door to Maria.

EVALUATION

Teacher collects papers and corrects them or students may keep paper to self check as teacher reads correct answers.

CAPITAL LETTERS IN NAMES

Skill Area: Capitalization
Grade Level: 3
Group Size: Small or large
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

To have student begin each part - first, middle, and last - of a person's name with a capital letter using names of people with a heritage other than the usual Anglo-Saxon type that the students are accustomed to.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Discussion for introduction and then assigned writing task.

DIRECTIONS

Say and write the following names on the board:

Maria Martinez	Olaf Johannsen	John Smith
Patrick McDermot	Els Van Deeft	Mary Thompson

Then ask students how each part of each name begins. (They should say with a capital letter.) Then have your students correct the following sentences, making sure they begin each name with a capital letter. Explain that middle names, hyphenated names and two-part last names each begin with a capital letter.

1. mark smith and juan sanchez went to the scout meeting.
2. ludwig dutkowski is the school librarian.
3. the pizza parlor is owned and operated by nancy jones.
4. We had a birthday party for the twins,maeve and kevin doyle.
5. My brothers are named mike and dave.
6. kristen and sven are our neighbors.
7. kathy and tim are on the neighborhood softball team.
8. That locks like jenny and jane coming down the street.

EVALUATION

Teacher collects and corrects papers.

CAPITAL LETTERS IN NAMES

Skill Area: Capitalization
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The students will be able to begin each part of each person's name with a capital letter.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

The worksheet will include famous people's names (athletes, singers, movie stars, etc.)

DIRECTIONS

Begin each name with a capital. Write the sentences below:

1. diana ross is one of my favorite singers.
2. A famous baseball player is reggie jackson.
3. Olivia newton-john sings pretty songs.
4. mickey rooney was one of the actors in National Velvet.
5. fran tarkenton, a former football player, is now a sports announcer.
6. beethoven wrote a famous symphony.
7. adolph hitler was the leader of the Nazis.
8. al pacino has starred in several movies.
9. It's fun to watch dorothy hamil ice skate.
10. ernest hemingway wrote the famous book, The Old Man in the Sea.

EVALUATION

Teacher corrects.

BEGINNING A SENTENCE WITH A CAPITAL LETTER

Skill Area: Capitalization
Grade Level: 3
Group Size: small or large
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will begin the first word in every sentence with a capital letter.

MATERIALS NEEDED

Pencil, worksheet or overhead projector.

DESCRIPTION OF ACTIVITY

Using female, male and other nationality-based names, the student will write out those sentences that do not begin with capital letters.

DIRECTIONS

Some of the sentences below do not begin with capital letters. Write those sentences. Be sure to use capital letters where they are needed.

1. Lucinda would like to ride on an elephant.
2. reggie Jackson found six quarters.
3. My friend Alberto lives in Mason City.
4. what is Chung Li singing?
5. where is Susie Yellowtail's new job?
6. bill Cosby rode his horse to town.
7. Will Mrs. LaMorte go to the city museum?
8. mr. Jackson can't find Hope Street.

EVALUATION

Teacher corrected. #2,4,5,6,8 will need corrections.

USING COMMAS CORRECTLY

Skill Area: Punctuation
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

To have the student use commas correctly in dates, between the names of cities and states, and in a series of words.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Using dates, cities and states, and series of words, the students will place the commas correctly. Names will include both sexes.

DIRECTIONS

Read the sentences below. All of the commas have been omitted. Be sure to read carefully and put a comma in wherever it belongs.

1. Next year St. Patrick's Day is on Thursday March 19.
2. Juan was born June 2 1970.
3. My neighbor Kirsten moved here from Cheyenne Wyoming.
4. Brookings Maine used to be Sally's home.
5. Ben bought a fishing rod a new book and a basketball.
6. I have three brothers named Max Terry and Pete.
7. Maria's sisters are Juanita Bonita and Carmela.
8. Dionne Warwick sang in a terrific concert on May 18 1980.
9. Greta invited Petra Chin-Lee and Sara to her birthday party.
10. Hans was born on August 10 1975.

EVALUATION

Teacher check.

FRIENDLY LETTER WRITING

Skill Area: Punctuation
Grade Level: 3
Group Size: Small or large group
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Students will be able to punctuate a friendly letter correctly. It is written by a girl penpal to a boy penpal.

MATERIALS NEEDED

Paper and pencil; letter

DESCRIPTION OF ACTIVITY

Each student will be able to copy the letter adding correct punctuation. Grammar, spelling, and capitalization will be correct.

DIRECTIONS

Copy the letter you see on the worksheet to your own paper. Follow the proper form of the letter. Grammar, spelling and capitalization are correct. You need to add the right punctuation. (Go over punctuation marks and rules.)

December 3 1980

Dear Juan

Thank you so much for the letter you wrote I am looking forward to meeting you also My teacher Miss Smith says our classes will be having a Christmas exchange Won't that be fun

It sounds as though you have many of the same interests as I do I enjoy ice-fishing skiing and building snow forts just like you

I will be seeing you on December 14th

Your friend
Susie

* You can put circles where punctuation has been omitted for students who have studied letter-writing.

EVALUATION

Collect papers and teacher corrects.

PUNCTUATING STATEMENTS AND QUESTIONS

Skill Area: Punctuation
Grade Level: 3
Group Size: small or large
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The students will put a period at the end of every statement and a question mark at the end of every question.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Using female, male and other nationality-based names in sentences, the students will put a period at the end of each statement and question mark at the end of each question.

DIRECTIONS

Write these sentences. Put a period at the end of each statement. Put a question mark at the end of each question.

1. Did Dean Deernose paint the picture
2. Susan Woo lives on Iowa Street
3. Tessa caught a fish
4. Ms. Fong feed the ducks corn
5. Juanita, did you hurt your finger
6. Who used all the purple paint
7. Where is Stella Creekmore's bread recipe
8. Pearl Bailey will sing at the talent show

EVALUATION

Teacher corrected.

PROOFREADING

Skill Area: Punctuation & Capitalization
Grade Level: 3
Group Size: Class or small group
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

The student shall proofread sentences and correct errors in capitalization and punctuation.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Using female, male and other nationality-based names, the students will proofread sentences for errors in punctuation and capitalization.

DIRECTIONS

These sentences have mistakes. Write the sentences without mistakes.

1. when will Mrs. Jimenez have lunch ready
2. our neighbor is Mr. Weinstein
3. When will Nora be home
4. did you shut the door.
5. our music teacher is Mary Nystrom
6. what will Alberto name his bird
7. Is Naomi hiding
8. mr. Silverstein lost his key
9. amanda cant find her book
10. when will Tome come home

EVALUATION

Teacher corrected. Correct for capitalization and punctuation.

WRITING INITIALS

Skill Area: Punctuating
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The students will use a capital letter for an initial and put a period after an initial.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discuss that many people use initials when they write their names. Students will change first names of any male, female and other nationality-based names to an initial.

DIRECTIONS

Change each underlined name to an initial. Be sure to use capital letters. Put a period after each initial.

1. Mr. _____ Nightingale, got a postcard from his oldest friend.
   Thomas James
2. Mrs. _____ Westbend, had a new clock by her bed.
   Romona Carlotta
3. Mr. Gomez wrote a letter to _____ Jackson.
   Jerome James
4. Do you remember _____ Rodriguez?
   Pierre Robert
5. _____ Bailey and _____ Patterday have birthdays the same day.
   Pearl Louise Kathryn Lynn
6. Will _____ McGoo be going to the museum at Red Oak?
   Anna Janice
7. _____ Woo will be visiting relatives in Hong Kong.
   Susan Kay
8. Does _____ Cosby like jello?
   Bill John
9. You can see _____ Coleman on T.V.
   Gary Lee
10. _____ Trevino will be host at Saturday's golf equipment show.
    Lee John

EVALUATION - Teacher evaluates.

COMMANDS, QUESTIONS AND STATEMENTS

Skill Area: Punctuation
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The student will be able to distinguish between commands, questions and statements.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Have students tell you whether each sentence is a command, question or statement. The sentences include other nationality-based names as well as male and female names. Discuss appropriate marks of punctuation and what each type of sentence is like.

DIRECTIONS

Read the following sentences. In the blank following each sentence, write whether it is a statement, question, or command.

1. How old are you?_____
2. Maria wants to be a ballet dancer._____
3. Did you spill the milk?_____
4. Lee Trevino won the golf tournament._____
5. Mark, take the dog home._____
6. Juan, cook the eggs now._____
7. Does Carmela have one or two brothers?_____
8. Rudolph Nureyev dances beautifully._____
9. Do you know how to play rugby?_____
10. Chris Everett-Lloyd is a great tennis player._____

Students should each write 2 statements, commands and questions of their own.

EVALUATION

Teacher should collect and correct papers.

HANDICAPPED SENTENCES

Skill Area: Capitalization
Grade Level: 4
Group Size: Class
Time Allotment: Class period

OBJECTIVE/PURPOSE

Children should use correct capitalization with 100% accuracy in copying sentences about handicapped.

MATERIALS NEEDED

Worksheet, paper, pencil. *Helpful resource book, They Wouldn't Quit by Ravina Gelfand and Letha Patterson

DESCRIPTION OF ACTIVITY

Discussion of handicapped. Need for capitalization of people's names. Assign task.

DIRECTIONS

Talk about handicapped people and the courage they show as they overcome or adjust to them. Review the need for capital letters for people's names. Read the introduction to the worksheet. Have the sentences written.

EVALUATION

Check for correct capitalization, punctuation, spelling.

Encourage further research about the handicapped who have not let the handicap keep them from leading happy, successful lives.

Worksheet

Many handicapped people have become famous successful people by overcoming or adjusting to their handicaps. As you write these sentences correctly, you will read about a few of them.

1. peter wittgenstein played the piano for concerts even though he had only one arm.

2. a gland problem caused kate smith to be overweight but did not keep her from being a great singer.

3. the creator of the Li'l Abner comic strip was al capp who had lost a leg as a boy.

4. glen cunningham's legs were badly burned but he became one of the greatest runners of all times.

5. one-legged alec de seversky was a great pilot who refused to be grounded

6. wendell johnson stuttered as a youth but now makes speeches before large audiences

7. a lame leg kept florence seibert from being a doctor so she became a scientist to find ways to fight diseases.

These are only a few of the people who have not let handicaps keep them from being successful. Try to find out about others. They may be living near you.

STATE NAMES - INDIAN ORIGIN

Skill Area: Capitalization
Grade Level: 4
Group Size: Class or Center
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The studnet shall be able to write state names with 100% accuracy in capitalization.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discussion of Native American's contributions to our language assign task.

DIRECTIONS

After a discussion of the origin of some words from Native American sources, give examples of some of the state names and what they mean. (Perhaps the children could give you some words they know came from Native American sources.) Tell the children they can find out the names of other states names that are Native American words by unscrambling the following words. Use the following directions:

Many of our state names are Native American. Below are some of these names and what they mean. You will need to unscramble them to find out which states they are. When you do, write the name of the state correctly. Remember, state names begin with capital letters.

Karssnaa - downstream people	Arkansas
ckykneut - meadowland	Kentucky
gmciahni - big lake	Michigan
smonietna - sky colored water	Minnesota
chmsuststaseia - large hills	Massachusetts
hooi - something great or beautiful	Ohio
netutnciocc - place of the long river	Connecticutt
sabnsker - flat water	Nebraska
arioazn - place of small spring	Arizona
ssicwion - gathering of water, homeland	Wisconsin
etasx - friends	Texas
sipispmsis - big river	Mississippi
alsaak - mainland	Alaska
gwmoyni - upon the great plain	Wyoming
sorsmuii - people of large canoe	Missouri

EVALUATION Check papers for capitalization.

NONSEXIST WORKERS ROLES

Skill Area: Capitalization
Grade Level: 4
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will write ten sentences using a proper noun as a topic of each sentence. They will use 100% accuracy in capitalization and punctuation.

MATERIALS NEEDED

A worksheet with pictures of objects used in an occupation (or a set of pictures such as a hammer, broom, typewriter, tractor, etc.)

DESCRIPTION OF ACTIVITY

Discuss pictures and occupations involved. Give directions for the writing task.

DIRECTIONS

Write a sentence using a proper noun of a person who you think would use the following tools or machines. Use all capitals and punctuation as needed.

EVALUATION

Collect papers and correct for capitalization and punctuation. Note the proper noun denoting sex in each role.

THINGS ABOUT ME

Skill Area: Capitalization
Grade Level: 4
Group Size: Class
Time Allotment: Class Period

OBJECTIVE/PURPOSE

To develop an awareness of our self strengths and improve self image.

MATERIALS NEEDED

Evaluation form worksheet

DESCRIPTION OF ACTIVITY

An evaluation form is used which should emphasize self worth.

DIRECTIONS

Student completes the form using good sentence structure. Discuss with teacher and/or class.

Evaluation Form

1. What is something that you are proud of that you can do by yourself?
2. What do you do at school that makes you proud?
3. What makes you proud about your family?
4. What have you done lately to help someone?
5. What have you done to improve your school?

EVALUATION

Observation of growth and self worth.

NAMES IN CODE

Skill Area: Capitalization
Grade Level: 4
Group Size: Class or interest center
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

To use capitals when writing names and countries. To learn about the contributions people from various ethnic groups have made to our society.

MATERIALS NEEDED

Worksheet with the code and names of people written in code, pencil. Example: 15-5-14-3-20 10-1-23-18
H i r a m f o n g

DIRECTIONS

Students will write the people's name correctly from the code. Teacher will then give the person's origin and what they are famous for. A partial list of names that could be used are:

Hiram Fong	Chinese American	Senator-Hawaii
Nat Turner	Afro-American	Abolutionist
Jenny Lind	Swedish-American	Concert Singer
Henry Wallace	Scotch-Irish	V.P. of U.S.
Henry Heinz	German-American	Heinz Food Co.
Eleanor Roosevelt	Dutch-American	President's wife
Will Rogers	Native American	Actor, speaker
Aaron Copeland	Jewish-American	Composer
Louisa May Alcott	English-American	Author
Joan Baez	Mexican American	Folksinger
Martin Luther King,	Afro-American	Civil Rights Leader
Maria Tall Chief	Native American	Dancer

Code

A-3	F-16	K-6	P-11	U-7
B-8	G-18	L-10	Q-21 -	V-17
C-13	H-15	M-20	R-14	W-26
D-12	I-5	N-23	S-24	X-4
E-25	J-19	O-1	T-22	Y-9
				Z-2

EVALUATION

Collect papers and correct for capitalization.

COMMAS

Skill Area: Commas
Grade Level: 4
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The students shall show 90% accuracy in placing commas in a series in sentences naming foods contributed by various cultures.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Discussion of foods and their sources. Assign sentences.

DIRECTIONS

Write the sentences, putting in the commas to show a series:

1. The English and Dutch brought cows from which we get milk butter cheese and ice cream
2. Hungarian Polish and Czech people brought foods such as goulashes pastrami and other spicy foods
3. Italians brought pasta such as spaghetti macaroni noodles and ravioli
4. Another kind of rice and recipes for cooking it were brought by the Chinese Japanese and people from other Asian countries.
5. From the native Americans we learned to eat wild animals wild greens baked pumpkin and bread made from ground nuts and ocorn.
6. German immigrants introduced such foods as sauerkraut sausages and pickle recipes.
7. Afro-Americans brought new recipes for okra rice and sweet potatoes.

EVALUATION

Check the papers for capitals, commas, other punctuation.

QUOTATION SENTENCES - FAMOUS WOMEN

Skill Area: Quotations
Grade Level: 4
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

The studnets shall punctuate the sentences with 90% accuracy.

MATERIALS NEEDED

Worksheet, paper, pencil

DESCRIPTION OF ACTIVITY

Review use of quotation marks. Assign task.

DIRECTIONS

Go over the sentences deciding what punctuation is needed. Write the sentences correctly:

1. Molly Pitcher loaded the cannons in the Revolutionary War said Mary.
2. Was Sacajawea the Indian girl who helped Lewis and Clark asked Pedro
3. Women were helped to get the right to vote by Susan B. Anthony stated Kristin
4. Our Girl Scouts were founded by Juliette Low reported Clarissa.
5. Louisa said I read that Dorothea Dix helped get hospitals built for the mentally ill
6. Pocahontas begged Do not kill Captain John Smith
7. Jessica replied Betsy Ross is the woman who helped sew the first flag for the United States
8. Lucia asked Wasn't Amelia Earhart the first woman to fly across the Atlantic Ocean
9. Pablo said Helen Keller graduated from college even though she couldn't see or hear
10. Yolanda said The first woman to be a doctor in the United States was Elizabeth Blackwell
11. Harriet Tubman was called Moses because she led so many people from lives as slaves read Mrs. Luskinski.
12. Carlos said Harriet Beecher Stowe wrote Uncle Tom's Cabin and helped many slaves escape to freedom.

EVALUATION Check papers for punctuation

PARAGRAPH - FAMOUS PEOPLE

Skill Area: Paragraphs
Grade Level: 4
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student shall be able to copy the paragraph using correct punctuation, capitalization, spelling, and form. 90% accuracy.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Discussion of paragraphs. Read through to find the corrections necessary. Assign the task.

DIRECTIONS

Discuss the elements of a paragraph, the need to indent, the use of correct punctuation and capitalization. Read the paragraph for needed corrections. Copy the paragraph correctly. Be sure to proofread when you finish.

rosa parks

rosa parks was a black woman from alabama in 1955 she got on the bus. blacks were supposed to sit in the back of the bus rosa was tired so she sat in the middle as there were no seats in the back the driver asked her to move back but rosa refused and was arrested because of her actions the blacks refused to ride the buses martin luther king helped lead the movement at last the bus company gave the blacks the right to sit anywhere on the buses.

This could be done once a week about a great person and kept as a booklet. Students could try to do more research about each person to add to their booklets. They could also submit paragraphs to be used about people they might like to see included.

EVALUATION

Check papers for punctuation, capitalization, spelling, handwriting form.

FOREIGN PRONOUNCIATION

Skill Area: Punctuation & Oral Language
Grade Level: 4
Group Size: Class
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

The student will be able to pronounce the greeting of three groups which measures the anniversary of a person's birthday.

MATERIALS NEEDED

Bulletin board materials (birthday pictures, pronunciation key for greetings), calendar, pronunciation key.

Spanish - Feliz Cumpleanos = feh-lees coom-play-ahn-you
Nigerian - E ku odum Ojo-ibi = eh koo aw-dun ow-jow-ee-bee
Italian - Buon Onomastico (Happy Name Day) =
boo-ohn oh-noh-mahs-tee-cah

DESCRIPTION OF ACTIVITY

Discuss birthday celebrations. Bring out the fact that the song "Happy Birthday to you" is now sung all over the world.

DIRECTIONS

Practice pronouncing the greeting. Write a sentence or make a birthday card about the birthday person. It must include the child's name, birthday date and greetings in one of the languages.

EVALUATION

Discussion and observation. Check sentences for punctuation.

STEREOTYPING

Skill Area: Punctuation & Reference
Grade Level: 4
Group Size: Class
Time Allotment: 1 Period

OBJECTIVE/PURPOSE

The student will recognize male/female stereotyping regarding careers.

MATERIALS NEEDED

Pencil, paper, pictures of male/female workers in non-traditional roles for the bulletin board. General "community helpers" pictures.

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

The students will look for examples of men and women in non-traditional jobs. They will then write sentences telling about the job and/or person. Stress complete sentences and punctuation use.

EVALUATION

Collect papers and correct sentences. Discuss the more interesting jobs that were noticed.

A CAPITAL IDEA!

Skill Area: Capitalization
Grade Level: 5
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

The student will match the countries to these world capital cities, capitalizing accurately.

MATERIALS NEEDED

Paper, pencil, atlas, dictionaries, encyclopedias

DESCRIPTION OF ACTIVITY

Students will write the 25 matching countries to these world capitals. They might work in pairs - using reference books available.

DIRECTIONS

Write and capitalize the countries for these cities:

1. Amsterdam
2. Athens
3. Peru
4. Bonn
5. Brasilia
6. Brussels
7. Buenos Aires
8. Copenhagen
9. Dublin
10. Helsinki
11. Jakarta
12. Lima
13. London
14. Madrid
15. Mexico City
16. Moscow
17. New Delhi
18. Oslo
19. Ottawa
20. Paris
21. Peking
22. Rome
23. Santiago
24. Stockholm
25. Tokyo

EVALUATION

Collect papers, check for capitalization and correct spelling.

Extra OOMPH! Have your TAG students write and share another 25 pairs of capitals and countries. (There are at least 125 more)

DIALOGUE STICKS

Skill Area: Punctuation
Grade Level: 5
Group Size: Individual/Learning Center
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To give practice in using punctuation in dialogue.

MATERIALS NEEDED

Small flat sticks easy to cut, about ½" wide, painted different color for each sentence; sentence typed on strip of paper glued to each stick; small brown envelope with directions typed on.

DESCRIPTION OF ACTIVITY

Student is to arrange the cut-up sticks to provide the correct punctuation for dialogue. There is one color of sticks for each sentence.

Check the back of the sticks to see if you have them in order (each piece is numbered).

DIRECTIONS

Same as above description. Some sentences that could be used:

-Crack! Smash! / Juanita heard / the ball strike the bat.

-Then she / heard the smashing / of glass. "Run, / Juanita, run!" someone shouted. /

-Mr. Jones came / out of his house./

-"Whose ball is this? / Who broke my window? / Why can't you kids behave?" / demanded Mr. Jones. /

-"I'm sorry, / Mr. Jones. The ball is mine. / I'll pay for the window." / apologized Juanita.

EVALUATION

Check papers.

NONSEXIST SENTENCES

Skill Area: Writing
Grade Level: 5
Group Size: 25-30
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To explore ideas about female roles and occupations in society. To write a complete sentence with correct capitalization and punctuation.

MATERIALS NEEDED

Pencil and paper
Source: Again at the Looking Glass, Lang. Arts Curriculum materials for Combatting Sex Stereotyping

DESCRIPTION OF ACTIVITY

Read the following words aloud to your students. Ask them to create a picture in their minds as you read: youth, sergeant, wooer, wizard, jockey, thief, traveler, principal, truckdriver, murderer, officer, writer, comrade, president, worker, scoundrel, chief, slave, fellow, demon, citizen, manufacturer.

Questions for discussion:

1. What sex came to your mind in your pictures?
2. How many saw only males?
3. How many saw only females?
4. How many saw both?
5. What are some occupations that would bring women to mind?

Challenge your students to use (or specify a certain number) any of the words you read aloud in a sentence whereby the listener would be assured that a woman was being referred to. Read some aloud. Questions:

1. Why does our language have to acknowledge specially the existence of women?
2. What effect does this invisibility of females have on girls and women?
3. Is there a consequent effect on males?

Note: Except for words that refer to females by definition or occupation - mother, actress, congresswoman, nurse, secretary, the English language defines everyone as males.

DIRECTIONS

Same as above

EVALUATION

Collect papers and check sentences for punctuation and capitalization.

UNCONSCIOUS ATTITUDES REVEALED

Skill ARea: Comp. Spelling, Etc.
Grade Level: 5
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have students practice the use of language skills, correct spelling, word usage, capitalization and punctuation.

To reveal unconscious attitudes toward the role of male and female in a given situation.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

Before opinions about women have been expressed, this activity could be used to provide material which would give the teacher a starting point for discussion and exploration about sexist roles. Ask the students to write a composition on:

1. If you could only have success in your home or your job, which would you choose, and why?
2. Name one person you admire and tell why.

EVALUATION

Collect papers and check for correct punctuation, capitalization, and word usage.

*Source - Modification of Today's Changing Poles: An Approach . . .

PUNCTUATION PRACTICE

Skill Area: Punctuation
Grade Level: 5
Group Size: Indiv., Folder Game, Learning Center
Time Allotment: 10 minutes

OBJECTIVE/PURPOSE

To provide practice in using correct punctuation at the end of the sentence.

MATERIALS NEEDED

Tagboard

DESCRIPTION OF ACTIVITY

On tagboard strips, type a sentence leaving ending punctuation off. On other small pieces type various punctuation endings. Color code* both endings and sentences on the back to match. You'll have several sentences and endings in each packet (rubberband around them or in separate small brown envelopes).

Example Sentences

1. We're going fishing
2. Would you like to come along
3. Get your fishing pole
4. Are you ready
5. Be careful
6. Those rocks are slippery
7. What kind of bait are you using
8. The fish should like that
9. Tine looks tired of waiting
10. At last I've got a bite
11. Get the net
12. Look at this fish
13. It's huge
14. How many did you catch

*Number code instead and then when all the sentences are matched (and endings), they can be put in order to make complete paragraphs.

DIRECTIONS

Same as Description

EVALUATION

Check themselves by matching colors and numbers.

PUNCTUATION SPIN

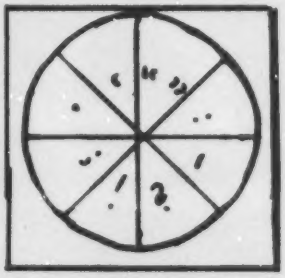
Skill Area: Punctuation & Capitalization
Grade Level: 5
Group Size: Indiv., Learning Center
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

To give practice in using proper punctuation and capitalization.

MATERIALS NEEDED

Spin board made out of tagboard. Set up a learning center or use as a folder game.



DESCRIPTION OF ACTIVITY

A spin board used containing punctuation marks. Sentences will be written by students using punctuation and capitalization designated on board.

DIRECTIONS

Instruct the students that when they play this game, they should write at least five sentences*. They will spin the dial and whatever punctuation symbol the dial lands on they must write a sentence using that symbol. In order for the sentence to be correct, it must include needed capitalization and other punctuation to make it complete.

EVALUATION

Teacher will check. You could also have a chart posted at the center so that each child that uses the game can add their name and mark off the number of correct sentences they do over a given period of time.

*The teacher may choose to request the sentences are written concerning a specific subject area such as social studies, science. Possibly spelling words for the week could be included or reading vocabulary words.

Source: Modified from a Teacher Center game.

WRITING JOB APPLICATIONS

Skill Area: Letter Writing
Grade Level: 5
Group Size: Class
Time Allotment: 1 or 2 30 minute class periods

OBJECTIVE/PURPOSE

To give practice in letter writing. To explore possibilities of job/career opportunities for both boys and girls.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

After a class discussion on possibilities of jobs that both boys and girls might be interested in and want to apply, instruct students to:

Pretend there is an opening for 10 and 11 year-olds in a job as helpers to 1) a florist (cleaning and cutting flowers), 2) a newspaper editor (carrying written copy from writer to editor), 3) a pharmacist (sweeping and cleaning, answering the phone, etc.), 4) a school office secretary (answering the phone), 5) a librarian (putting books on shelf, checking them in and out).

Then ask them to write a letter applying for one of the above jobs. The letters should include: 1) name, address and phone, 2) qualifications, 3) references, 4) statement of intent to perform the job well.

DIRECTIONS

Same as description.

EVALUATION

Collect letters and check for mechanical errors, etc.

LETTERS TO THE EDITOR

Skill Area: Letter Writing
Grade Level: 5
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To practice in letter writing with correct spelling, punctuation, capitalization, and usage.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Have students write a letter to the editor of the newspaper telling of an idea or an issue they feel strongly about. An alternative would be to write a telegram or letter to a congressman urging them to take a certain course of action on their behalf.

DIRECTIONS

Same as above

EVALUATION

Teacher check for errors.in capitalization, punctuation spelling usage, etc.

EXPERIENCING PREJUDICE

Skill Area: Sentence Writing
Grade Level: 5
Group Size: Class
Time Allotment: 1 week

OBJECTIVE/PURPOSE

To help students recognize feelings of being discriminated against. To have students write their reactions to experiences of being discriminated against.

MATERIALS NEEDED

Something used to identify students by color or symbol, pencil, paper

DESCRIPTION OF ACTIVITY

Same as directions.

DIRECTIONS

Randomly divide students into three groups. Each group should be identified by a distinguishing characteristic. For example: each group could use different colored grease paint on their faces; the groups could wear different colored arm bands; or paste on dots (like Indian "caste marks"). Explain to students that it is important for everyone to participate by not engaging in conversation with anyone outside their "color".

One day the teacher will show partiality of the first group of students, the next day to the second group, and the next to the third. Allow special privileges, refuse to recognize those that are not favored for the day, give treats.

At the end of the week, ask students to write an essay telling what they felt during the week. Some of the following questions could be used to help them with expressing their ideas:

1. How did you feel when you couldn't talk with your friends?
2. How did others react to you?
3. Did you notice certain reactions because of the "color" of your face?

4. How did you feel when you couldn't talk with anyone but those in the same "color" group? How did you want to react?

5. How did you feel toward those who were the same "color" as you?

6. Did you learn something about people? Explain.

7. Where do we learn our prejudices?

8. How can you begin to overcome your own prejudices?

*Source: Self Incorporated Agency for Instructional Television

EVALUATION

Collect written materials and read. Also have class discussion about students' feelings during this experience.

MY RIGHTS

Skill Area: Sentences
Grade Level: 5
Group Size: Class
Time Allotment: 1-2 Class Periods

OBJECTIVE/PURPOSE

To give practice in writing complete sentences. To relate personal ideas on human rights to those written in the Bill of Rights.

MATERIALS NEEDED

Pencil, paper, copy of Bill of Rights

DESCRIPTION OF ACTIVITY

We are all entitled to certain human rights. Make a list of what you think your rights are. Each idea will be written in a complete sentence.

Find and read the Bill of Rights (discuss together in class if you wish) and compare them to your list. Discuss your comparisons.

DIRECTIONS

Same as Description

EVALUATION

Collect and check for errors.

KITCHEN TOOLS/APPLIANCES

Skill Area: Writing/Spelling
Grade Level: 5
Group Size: Class
Time Allotment: 15-20 minutes

OBJECTIVE/PURPOSE

To acquaint children with the many kitchen utensils that a mother/father uses throughout the year.

MATERIALS NEEDED

Paper, pencil, transparency

DESCRIPTION OF ACTIVITY

Allow students 5-10 minutes to write down all the names of kitchen utensils their mother/father use. Then have children share their list. Teacher makes a master transparency and children copy this list on the back of their sheet, neatly written and corrected for spelling.

DIRECTIONS

Here is a partial list of some utensils that could be listed:

1. cutting board
2. blender (Osterizer)
3. can opener
4. roaster
5. Microwave oven
6. skewers
7. flour sieve
8. rolling pin
9. waffle iron
10. salad bowl
11. Tupperware
12. Jello mold
13. flour canister
14. slow cooker
15. wok
16. knife sharpener
17. Mixer/bowl
18. frying pan
19. Dutch oven
20. pie/cake pan
21. thermometer
22. food grater
23. carving knife
24. tea kettle
25. toaster
26. ice tray
27. gravy bowl
28. butter knife
29. crock pot
30. Hibachi

EVALUATION

Collect papers and correct, if necessary. File for parent conferences.

GARAGE TOOLS

Skill Area: Writing
Grade Level: 5
Group Size: Class
Time Allotment:

OBJECTIVE/PURPOSE

To familiarize children with the tools that a father/mother uses throughout the year.

MATERIALS NEEDED

Paper, pencil, transparency

DESCRIPTION OF ACTIVITY

Allow boys and girls 6-8 minutes to write down as many tools as possible that can be found in the garage. Children share their lists and the teacher makes a master list on the blackboard or transparency for children to copy on the back of their sheet.

DIRECTIONS

Here is a list of some of the tools that could be listed:

1. sander
2. chisel
3. hammer
4. mallet
5. ruler
6. crowbar
7. pliers
8. shears
9. vise
10. rake
11. clippers
12. pick-axe
13. soldering gun
14. spade
15. lawn mower
16. trowel
17. power drill
18. screwdriver
19. awl
20. power saw
21. T-square
22. file
23. wire cutters
24. clamps
25. pipe wrench
26. shovel
27. goggles
28. arc welder
29. blade axe
30. chain saw
31. hedge trimmers
32. hoe

EVALUATION

Collect papers and correct for spelling. Keep for parent-teacher conferences.

THE GAME

Skill Area: Punctuation
Grade Level: 6
Group Size: Class
Time Allotment: 1 class - 45 min.

OBJECTIVE/PURPOSE

Provide practice in capitalization and punctuation.

MATERIALS NEEDED

Worksheet entitled, "The Game"; language book for reference.

DESCRIPTION OF ACTIVITY

Practice page.

DIRECTIONS

For use after text examples or before a test over rules of punctuation and capitalization. Worksheet as follows:

The Game

Directions: There are no capital letters, punctuation marks or identification in this story. Write it on another sheet of paper correctly.

all of the kids in the neighborhood were waiting in front of laurie's house it was time for the friday evening kick-ball game okay said laurie everyones here laurie the oldest neighborhood kid who played kick-ball was respected by all the children who will be the team capitains tonight asked laurie do you want to jerrod jerrod said okay ill be the other captain said daniel

Finish the story on your own paper.

EVALUATION

Students will correct the paper with 90% accuracy and will add an ending to the story.

NILS FROM NORWAY

Subject Area: Punctuation/Capitalization
Grade Level: 6
Group Size: Class
Time Allotment: 1 45-min class

OBJECTIVE/PURPOSE

To provide practice in punctuation and capitalization

MATERIALS NEEDED

Worksheet, language book for references.

DESCRIPTION OF ACTIVITY

Practice in punctuation and capitalization and motivation for foreign country exploration.

DIRECTIONS

Write a paragraph on another sheet of paper and put in punctuation and capital letters where they are needed:

1. marthas cousin nils is from oslo norway
2. nils studied english for four years in norway and is now going to school in the u s
3. he has been here for two months and speaks english very well
4. nils is reading a book for his english class called sailing with the vikings
5. nils learned about the vikings at school in norway and has told the class some of the interesting things he has learned
6. martha wants nils to teach her norwegian so that she can go to school in norway

Do you know anyone from another country? If so, write a paragraph about that person. If you don't,pretend that you know someone from another country and write a paragraph, too.

EVALUATION

Students will complete the correction and write an additional paragraph.

BUT . . . I MEANT . . .

Subject Area: Punctuation
Grade Level: 6
Group Size: Class/center
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

Identify and correctly answer correctly given pairs of similar sentences.

MATERIALS NEEDED

Pencil and paper

DESCRIPTION OF ACTIVITY

Paired sentences different only by punctuation.

DIRECTIONS

Identify correctly punctuated sentences and add five pairs of your own.

1. Which sentence pays a compliment about appearance?
   A. Alice is a pretty smart girl.
   B. Alice is a pretty, smart girl.

2. Which sentence describes three Monopoly players?
   A. Sam Lewis, Sharon Ross, and I are playing Monopoly tonight.
   B. Sam, Lewis, Sharon, Ross, and I are playing Monopoly tonight.

3. Which sentence is a command?
   A. Lucy and Jerry, come with me.
   B. Lucy and Jerry come with me.

4. In which sentence is the speaker announcing his/her thirst?
   A. We are going to drink Sue before we leave.
   B. We are going to drink, Sue, before we leave.

5. Which sentence is a job ad for convicts?
   A. Wanted men and women to work on railroad.
   B. Wanted: men and women to work on railroad.

6. In which sentence do the lions eat one kind of animal?
   A. Lions eat zebras, elephant, leaves.
   B. Lions eat zebras; elephants, leaves

7. In which sentence does the plumber only repair pipes?
   A. Sylvia is the niece of Raymond Smith, a plumber who repairs rotting pipes and his wife, Mrs. Smith.
   B. Sylvia is the niece of Raymond Smith, a plumber who repairs rotting pipes, and his wife, Mrs. Smith.

Add five additional sentences of your own design.

A DIRECTORY

Skill Area: Capitalization
Grade Level: 6
Group Size: Individual/Center
Time Allotment: 2 45 min. classes

OBJECTIVE/PURPOSE

Practice in capitalizing personal titles and making a reference guide.

MATERIALS NEEDED

Class list, list of teachers in building, names of other city workers

DESCRIPTION OF ACTIVITY

An opportunity to organize important information and practice capitalization rules.

DIRECTIONS

Stress importance of need of information and organization of same. Have them make their own directory. Make sure they include the name and number of:

1. Your doctor
2. The dentist
3. The optometrist
4. Grandparents
5. Aunts and Uncles
6. Special stores
7. Best friend - classmate
8. The police department
9. The fire department

Attach a cover to the pages and decorate.

EVALUATION

Each student will construct a personal directory.

A CAPITAL LIST

Skill Area: Capitalization
Grade Level: 6
Group Size: Class or individual
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

Students will be able to identify the need for capitalization.

MATERIALS NEEDED

Texts, reference books, any book in the classroom, the more - the better

DESCRIPTION OF ACTIVITY

An opportunity to list all or, as many as possible, needs we have for using capital letters.

DIRECTIONS

Ask students these questions:

1. In how many different places and ways do you think we use capital letters? 100? 1,000? 1,000,000?
2. Make a list of as many ways as you can think of where we use capital letters to start words.

Here are some ideas to start your list:

1. Look at a map.
2. Look in any textbook.
3. Look out the window.
4. Remember your last trip to the mall.

Check lists with classmates for more ideas.

Teacher: If you wish, let them work in teams and then create a display. Cut examples out of magazines.

EVALUATION

Students will compile a list and through sharing, learn of others they hadn't considered.

ANIMALS

Skill Area: Capitalization
Grade Level: 6
Group Size: Individual
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will write ten sentences with correct capitalization and match the sentence with an animal with 100% accuracy.

MATERIALS NEEDED

Worksheet "Capital Animals"

DESCRIPTION OF ACTIVITY

Practice in capitalization and continued emphasis on MC/NS sentences.

DIRECTIONS

Worksheet as follows:

Each sentence below contains words that should be capitalized. Rewrite the sentences with the correct capitalization. Then circle the capital letters in each example. Each set of capital letters spell out the names of one of the animals listed below.

SQUIRREL GERBIL CHIMP GNU SEAL FOX DEER
ELK LION CAT

1. let's stop by the insurance office of nebraska
2. can ann come over on thursday?
3. grant ellman has decided to study russian at the bureau of international language.
4. good neighbors united is a local community agency.
5. charlie has been to hungary, india, morocco, and peru.
6. sylvia expects to spend her easter vacation climbing the alps and visiting lousanne.
7. follow the head of the troop, officer xavier.
8. do write to environmental enterprises to find out about air pollution regulations in rochester.
9. sam quigley has joined the united international radio representatives, which has its headquarters in east lansing.
10. enroll your dog at the lowry kennels while you're on vacation.

EVALUATION

Correct for matching to animals.

PUNCTUATION

Skill Area: Punctuation
Grade Level: 6
Group Size: Small or large
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Given a paragraph with no punctuation, the students will add the correct punctuation. The paragraph will reflect information of a multicultural, nonsexist nature.

MATERIALS NEEDED

Paper, pencils, paragraph containing no punctuation. Transparency of the same paragraph containing the same punctuation.

DESCRIPTION OF ACTIVITY

A paragraph containing no punctuation is put on the chalkboard or the overhead projector. The students copy the paragraph adding the correct punctuation. The paragraph includes information of a multicultural, nonsexist nature.

DIRECTIONS

Put a paragraph that contains material of a multicultural, nonsexist nature on the chalkboard or the overhead projector. The students copy the paragraph adding what they believe to be correct punctuation. The transparency can be used to check their accuracy.

EVALUATION

The teacher will evaluate the paragraph on the basis of correct punctuation.

PUNCTUATION

Skill Area: Punctuation
Grade Level: 6
Group Size: Individ., small, or large
Time Allotment: 20-45 min.

OBJECTIVE/PURPOSE

Given a list of sentences containing local names and phrases, the students will correctly punctuate the sentences.

MATERIALS NEEDED

List of sentences to be punctuated, pencil, paper

DESCRIPTION OF ACTIVITY

The students punctuate a list of sentences that contain names and words common to your community. Use names from telephone directory if possible.

DIRECTIONS

A list of sentences that contain names and words common to your community is put on the chalkboard or the overhead projector. The students copy the sentences on their papers and correctly punctuate them.

EVALUATION

The teacher will evaluate the sentences on the basis of correct punctuation.

PUNCTUATION

Skill Area: Punctuation
Grade Level: 6
Group Size: Small or large
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Given a paragraph containing no punctuation from the local newspaper, the students will correctly punctuate the paragraph.

MATERIALS NEEDED

Paragraph from newspaper, pencil, paper

DESCRIPTION OF ACTIVITY

The students correctly punctuate a paragraph from the local newspaper from which all punctuation has been omitted.

DIRECTIONS

Copy a paragraph from the local newspaper, omitting all punctuation. Put on chalkboard or overhead projector. The students copy the paragraph putting in the correct punctuation.

EVALUATION

The teacher will evaluate the paragraph on the basis of correct punctuation.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 6
Group Size: Small or large
Time allotment: 20-30 min.

OBJECTIVE/PURPOSE

Given a paragraph with no capitalization, the students will add the correct capitalization. The material of the paragraph will reflect nonsexist, multicultural information.

MATERIALS NEEDED

Paragraph containing no punctuation, paper, pencil, transparency of the paragraph containing the correct capitalization.

DESCRIPTION OF ACTIVITY

The students copy a paragraph containing no capitalization. After adding capitalization to the paragraph, the students check their accuracy with the transparency containing the correct capitalization.

DIRECTIONS

A paragraph containing no capitalization is written on the chalkboard or the overhead projector. The paragraph reflects multicultural, nonsexist material. The students copy the paragraph supplying the correct capitalization. The paragraph capitalization can be checked for accuracy by checking the transparency that contains the correct capitalization.

EVALUATION

Teacher evaluated

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 6
Group Size: Small or Large
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Given a paragraph containing no capitalization, the student will correctly capitalize the paragraph.

MATERIALS NEEDED

Paragraph from newspaper, magazine or textbook, paper, pencil.

DESCRIPTION OF ACTIVITY

The students will correctly capitalize a paragraph taken from the local newspaper, magazine or textbook. All capitalization has been omitted from the paragraph.

DIRECTIONS

Copy a paragraph from a local newspaper, current magazine or textbook. Omit all capitalization. Put the paragraph on the chalkboard or overhead projector. The students copy the paragraph, putting in all the correct capitalization.

EVALUATION

The teacher will evaluate the paragraph on the basis of correct capitalization.

CAPITALIZATION

Skill Area: Capitalization
Grade Level: 6
Group Size: Individual, small or large
Time Allotment: 20-45 min.

OBJECTIVE/PURPOSE

Given a list of sentences containing local names and phrases, the students will correctly capitalize those sentences.

MATERIALS NEEDED

List of sentences to be capitalized, pencil, paper

DESCRIPTION OF ACTIVITY

The students capitalize a list of sentences that contain local names and phrases common to your community.

DIRECTIONS

A list of sentences that contain names and words common to your community is put on the chalkboard or overhead projector. The students copy the sentences on their papers and correctly capitalize them.

EVALUATION

The teacher will evaluate the sentences on the basis of correct capitalization.